

INSPECTION REPORT

LOWBROOK PRIMARY SCHOOL

Maidenhead

LEA area: Windsor and Maidenhead

Unique reference number: 100990

Headteacher: Mr Alan White

Reporting inspector: David Page
1028

Dates of inspection: 07 - 09 October 2002

Inspection number: 246949

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	The Fairway Cox Green Maidenhead Berks
Postcode:	SL6 3AR
Telephone number:	01628 671355
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Sharon Wetherell
Date of previous inspection:	18/10/2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1028	David Page	Registered inspector	English Design and technology Information and communication technology Educational inclusion English as an additional language	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? What should the school do to improve further?
9798	Vivienne Ashworth	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
31029	Peter Thrussell	Team inspector	Science Art Geography Music Special educational needs	How good are the curricular and other opportunities offered to pupils?
10668	David Walker	Team inspector	Mathematics History Physical education Religious education	How well is the school led and managed?
30677	Peggy Waterston	Team inspector	Foundation stage	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Lowbrook Primary School is smaller than other primary schools with 107 pupils compared to the national average of 243. The percentage of pupils known to be eligible for free school meals (12.1 per cent) is below the national average. While there are a small number of Asian heritage pupils, there are no pupils speaking English as an additional language, unlike many similar schools. The percentage of pupils identified as having special educational needs, including statements, (15.8 per cent) is below the national average. The percentage of pupils with statements (1.8 per cent) is below the local average. Most pupils with special educational needs have dyslexia or moderate learning difficulties. The attainment of pupils on entry to the school is below local averages for literacy and numeracy and in line with the average for personal development. While the school is situated in a ward which displays some social advantage and much private housing, a substantial number of the children come from local authority housing.

HOW GOOD THE SCHOOL IS

The overall effectiveness of Lowbrook Primary School is good. Pupils' standards on entry to the school are below local averages. While standards in national tests at the end of Year 2 in 2001 were also below average, tests in the current year show a dramatic improvement in standards. Standards at the end of Year 6 are below the national average but are improving faster than the national trend. Teaching is often good with some very good teaching. Pupils are helped to make good progress in lessons. Leadership and management by the headteacher, senior staff and governors are strengths of the school. Given the school's context, the relatively high funding it receives and the standards it achieves, the school provides satisfactory value for money.

What the school does well

- Leadership and management by the headteacher, senior staff and governors are very good.
- The school's provision for social development is very good and as a consequence there are very good relationships and a strong family ethos.
- Teaching is good with some very good teaching, and as a consequence pupils make good progress.
- The school carries out extensive assessment, analysis and moderation of pupils' work which leads to well-defined targets for improvement.
- Provision for special educational needs is good and the learning support assistants make a very good contribution to pupils' learning.

What could be improved

- Raise standards in writing.
- Apply the good skills of subject leadership in the core subjects to the other areas of the curriculum.
- The quality and consistency of marking needs to be improved.
- The school library needs further development to ensure it is a stimulating environment with a good range of books.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected by Her Majesty's Inspectors in October 2000 and has made very good improvements since then. The school has made good progress, although further work needs to be done on raising the standards of writing. The quality of teaching has been improved, particularly assessment of pupils' work which is now very good. The management roles of the senior management team are now a strength of the school and subject leadership is now at least good and often very good in those subjects on which the school has had to focus. Strategies for improving attitudes and behaviour are now very successful.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	E	D	D
mathematics	E*	E	D	D
science	E	E	E	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Pupils' standards on entry to the school are below the local average in literacy and mathematics, and in line with the average for personal and social development. The small size of each year group, and the differing attainment of the pupils within them, lead to wide fluctuations in the school's results. At the end of Year 2 in 2001, pupils' standards in reading were below the national average. In comparison to similar schools standards were well below the average. The standards of writing were very low and in the lowest five per cent of schools nationally. In mathematics, standards were well below the national average and very low compared to similar schools. This particular year group was very small and contained a significant percentage with special educational learning needs. There is no significant difference between the performance of boys and girls. The performance in reading has been improving slightly since the last inspection, while the trend in writing and mathematics has been slightly downwards. Test results for reading, writing and mathematics in 2002 were a dramatic improvement on the previous years. At the end of Year 6 in 2001, pupils' standards in English and mathematics were below the national expectation and below the average for similar schools. In science, performance was well below the average, both nationally and for similar schools. When pupils' prior attainment is taken into account, performance in all three core subjects was slightly better than that of similar schools. There is no significant difference between the performance of boys and girls. The performance in all three core subjects has been improving faster than the national trend over the last four years. The school achieved its appropriately challenging statutory targets in 2001. Throughout the school during the inspection, pupils' standards in the different aspects of English were generally around national expectation with the exception of writing which was below national expectation. A majority of pupils were attaining standards which were close to, or exceeded, those expected in mathematics. The standards in science were broadly in line with expectations. From lower than average attainment on entry to the school, pupils, including those with special educational needs, achieve well throughout the school. Pupils' standards in literacy and numeracy are in line with expectation. Standards in all other areas of the curriculum during the inspection were broadly in line with national expectation.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils show great enthusiasm for their school. There is a very positive attitude to learning throughout the school.
Behaviour, in and out of classrooms	Very good. Behaviour throughout the school is very good. At lunchtime, older pupils play happily with younger ones.
Personal development and relationships	Excellent. Their personal development and particularly their relationships with members of staff and each other are excellent.
Attendance	Very good. Attendance at the school is very good and well above the average. Unauthorised absence is broadly in line with the national average. Unfortunately, some parents take their children out of school

	during term-time for family holidays, which disturbs the learning process.
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TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good.	Good.	Good.

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Teaching is generally good and some is very good. During the inspection there was no unsatisfactory teaching. The best teaching is characterised by good, detailed planning; skilful questioning which challenges the higher attaining pupils, and is based on strong relationships between pupils and adults. All pupils regardless of gender, ethnicity, prior attainment or special educational need, are well catered for in the lessons. Assessment is used very well to inform planning and provide individual pupils with appropriate and challenging targets. Marking is frequent and regular but does not always provide pupils with sufficient guidance as to how they may improve their work. In those lessons where teaching is less strong, time is apportioned less well. Learning support assistants make a significant impact on the learning of those pupils with whom they work.

In English, teaching is generally good with some very good teaching. In mathematics, the quality of teaching and learning is good across the school. In science, teaching and learning are satisfactory in the lower school and good in the upper school. The teaching of literacy and numeracy is good and developing. Pupils are enthusiastic and keen to learn.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is sufficiently broad and balanced and meets the requirements of the National Curriculum and the Locally Agreed Syllabus for religious education.
Provision for pupils with special educational needs	Good. The provision made for pupils with special educational needs is now good. The support given within classes by teachers and learning support assistants allows these pupils access to the full range of learning opportunities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. There are satisfactory links with the community that support pupils' personal development and learning. The school's provision for the pupils' spiritual, moral, social, and cultural education is very good. All these aspects are strongly underpinned by the school's ethos.
How well the school cares for its pupils	Very good. The school takes very good care of its pupils and has established a strong family atmosphere which offers pupils every opportunity to do their best.

The school has developed and maintained strong links with parents. The survey of parents' views before the inspection and at the pre-inspection meeting showed that parents are largely very satisfied with the school's provision.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key	Very good. The headteacher provides strong and purposeful leadership through his vision of good practice in teaching, learning and school management. The senior management team work very effectively

staff	together.
How well the governors fulfil their responsibilities	Very good. The governing body is enthusiastic and has a strong commitment to the school. Governors fulfil their responsibilities very well and continually seek improvement.
The school's evaluation of its performance	Very good. A range of evidence is gathered annually and is carefully evaluated, and used to guide the development priorities.
The strategic use of resources	Very good. The management of the budget by the headteacher and the governors is prudent.

The match of teachers and support staff to the needs of the curriculum is very good. Accommodation is generally good. Despite the good work of parents to decorate the library, it remains a significantly less attractive area than the classrooms. Resources are generally good with the exception of the library where the stock is restricted and ageing. The principles of best value are practically applied to the purchase of resources and bought in services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Behaviour is good • My child likes school • Teaching is good • The school expects my child to work hard • The school works closely with parents • The school is well led and managed 	<ul style="list-style-type: none"> • An interesting range of activities outside lessons • The right amount of work at home

The parents' views of the school were overwhelmingly positive. The inspection found evidence to support all of the parents' positive views. Provision for extra-curricular activities was found to be satisfactory and the amount of homework set was good and within national guidelines.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils' standards on entry to the school, as measured by the local education authority's standardised testing, are below the local average in literacy and mathematics, and in line with the average for personal and social development. The small size of each year group and the differing attainment of the pupils within them lead to wide fluctuations in the annual percentage of pupils reaching the nationally expected levels.
2. At the end of Year 2 in 2001 pupils' standards in reading were below the national average. In comparison to similar schools, on the basis of free school meals, standards were well below the average. The standards of writing were very low compared both to national averages and to similar schools. In mathematics, standards were well below the national average and very low compared to similar schools. This cohort of pupils was very small and contained a significant percentage with special educational learning needs. There is no significant difference between the performance of boys and girls. The performance in reading has been improving slightly, while the trend in writing and mathematics has been slightly downwards. Higher attaining pupils in the school do relatively better in reading, writing and science both compared with national averages and those for similar schools. In 2002 the school's results for reading, writing and mathematics were a dramatic improvement on the previous years.
3. By the end of Year 6 in 2001 pupils' standards in English and mathematics were below national expectation and below the average for similar schools. In science, performance was well below the national average and that for similar schools. On the basis of prior attainment, performance in all three core subjects compared slightly better with that of similar schools. There is no significant difference between the performance of boys and girls. The performance in all three core subjects has been improving faster than the national trend over the last four years. The higher attaining pupils at the school do relatively less well in all core subjects both compared with national averages and those for similar schools. The school achieved its appropriately challenging statutory targets in 2001.
4. Throughout the school during the inspection, pupils' standards in the different aspects of English were generally around the national expectation with the exception of writing which was below national expectation. Small year group sizes and very different natures of the year groups can influence year-on-year standards found in the national tests. Over the period since the previous inspection, sustained improvement has been made in mathematics. During the inspection, a majority of pupils were attaining standards which were close to, or exceeded, those expected nationally. They make good progress throughout the school, particularly in their knowledge and understanding of the four rules of number. The standards in science are broadly in line with national expectations, and have been satisfactorily maintained since the last inspection. From lower than average attainment on entry to the school, pupils, including those with special educational needs, achieve well throughout the school. Pupils' standards in literacy and numeracy are in line with expectation and reflect the hard work which the school has invested in the adoption of the national strategies. Standards in all other areas of the curriculum during the inspection were broadly in line with national expectation. Pupils with special educational needs achieve well.

Pupils' attitudes, values and personal development

5. The quality of pupils' attitudes to school and their work, and their behaviour are very good. Their personal development and particularly their relationships with members of staff and each other are excellent. These make a great contribution to the harmonious and friendly atmosphere within the school. This is a great improvement since the last inspection.
6. The pupils show great enthusiasm for their school, both in lessons and other activities. The upper school are particularly pleased with the new information and communication technology (ICT) suite and, whilst some preferred physical education, other pupils preferred their English and

drama lessons. They enjoy the sense of belonging and would not wish to be at any other school. Most pupils show interest in their work and share and co-operate with others. There is a very positive attitude to learning throughout the school which is encouraged from the moment they enter Reception. Most of the pupils demonstrate good levels of effort and concentration in lessons and are keen to join in all school activities. They want to learn and most persevere with their work. They show developing skills to study for themselves.

7. Behaviour throughout the school is mainly very good and only becomes less good when the teaching is not so strong. There are no exclusions. Pupils are very aware of the high expectations of their teachers. The school's emphasis on social development has had a very positive impact on the pupils' behaviour outside. Parents were particularly pleased with the behaviour and professionalism when pupils were involved in a Shakespeare project off-site, both generally and in the face of unexpected staging difficulties. In the school playground very good behaviour was observed. The lunchtime behaviour is very good and pupils understand the different rules that apply when on the playground and when they are eating in the dining areas. Older pupils play happily and unselfconsciously with the younger ones, particularly at lunchtime.
8. The headteacher and staff consider it a very high priority to develop relationships. Their example as role models leads to excellent relationships which make a very positive contribution to the education provided. The caring attitude is evident throughout the school community, creating a strong family atmosphere. Pupils are very polite and considerate to adults coming into the school and are very willing to enter into conversation when given the opportunity. They are able to relate to adults in a mature manner and are articulate and pleasant. Pupils willingly respond to questions and requests. There is no evidence of bullying in the school. Any incidents which do occur are dealt with quickly and discreetly. Pupils are taught to think about what they do and to respect each other's feelings and this is evident in their attitude towards each other.
9. The pupils are willing to take responsibility when this is offered and regard it as a privilege. The Thinking and Listening Group debates issues or ideas for improving the school and acts as a school council with representatives from each class. The headteacher and the governor responsible for pupils are in attendance at these meetings. There are opportunities to be monitors and in Year 6 pupils set up the hall with equipment for assemblies. Older pupils are encouraged to look after the younger ones and the system of reading partners between the upper and lower school works well. All pupils who have school meals have the responsibility of paying each day in the dining hall. This also supports their understanding of numeracy and the value of money.
10. Attendance at the school is very good and was well above the national average during the last reported period. Unauthorised absence is broadly in line with the national average. The provision for pupils with special educational needs is now good. Pupils are provided with good support and appropriate learning opportunities within lessons to enable them to make good progress. Individual Education Plans have appropriate and manageable targets that pupils are able to meet.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

11. Teaching is generally good with some very good teaching. During the inspection, 68 per cent of lessons were good or better; 32 per cent were satisfactory, and there was no unsatisfactory teaching. The quality of teaching has improved since the last inspection report, particularly the assessment of pupils' work, which is now very good.
12. The best teaching is characterised by good, detailed planning; skilful questioning which challenges the higher attaining pupils, and is based on strong relationships between pupils and adults. Good use has been made of the national strategies for literacy and numeracy to structure lessons clearly and focus work sharply on explicit objectives. All pupils regardless of gender, ethnicity, prior attainment or special educational need, are well catered for in the lessons. Assessment is used very well to inform planning and provide individual pupils with appropriate and challenging targets. Marking is frequent and regular but does not always provide pupils with sufficient guidance as to how they may improve their work. In those lessons where teaching is less strong, time is apportioned less well. Learning support assistants make a significant impact on the learning of those pupils with whom they work.

13. In English, teaching is generally good with some very good teaching. In the best lessons, the introduction makes it clear to pupils what the purpose of the lesson is. This objective effectively drives the lesson and gives focus to the pupils' work. Teachers often use their voice well to engage pupils and maintain their attention, conveying a businesslike atmosphere to the lesson. Higher attaining pupils are challenged effectively when the teacher questions them sequentially, giving them a further question based on the answer they have just given, making them think more deeply. ICT is well used.
14. In mathematics, the quality of teaching and learning is good across the school. Lessons are carefully planned and teachers have secure subject knowledge, so that interesting activities gradually build on previous learning. It is usual at the start of the lesson for the main points of previous lessons to be revised and the objective of the current one to be presented to the pupils. Teachers have high expectations of all pupils and work generally demands the most of the pupils, though at different levels appropriate to the pupils' attainment. There is a lively, prompt start, with a well-planned and executed mental exercise to focus the pupils on the subject. In the main body of the lesson, activities are included which engage the interest of all the pupils in the class and help them to learn.
15. In science, teaching and learning are satisfactory in the lower school and good in the upper school. Lessons are well planned with clear learning objectives that are shared with pupils, so that they know the purpose of the lesson. Sometimes marking of work refers to these objectives, informing pupils how well they have done and what they need to do to improve. However, this is not consistent. In lessons, pupils are questioned well, enabling them to gain greater understanding and teachers to assess progress. Pupils' self-confidence is boosted in the way teachers support them, for example in the way wrong answers are used in a positive way.
16. The teaching of literacy and numeracy is good and developing as the school continues to integrate the national strategies into its teaching. Within lessons planned activities are appropriate for pupils with special educational needs. Learning support assistants are well trained and experienced to carry out their support role within lessons confidently and competently. They fill in observation sheets that provide strong evidence when reviewing pupils' progress and targets. Those assigned to pupils with statements understand the need to stand back at times from pupils, to allow for their developing independence within the class.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

17. The school provides a satisfactory curriculum that is sufficiently broad and balanced and meets the requirements of the National Curriculum and the Locally Agreed Syllabus for religious education. The school recognises the need to consider lengthening the school day for older pupils, to bring it in line with national guidelines, and to further review curriculum balance and the time allocated to subjects, for example to music in Years 3 to 6.
18. The schemes of work, for most subjects, make good use of national guidelines, and are helping teachers to plan more effectively for continuity and progression in learning. The National Literacy and Numeracy Strategies have been effective in helping pupils achieve their own potential through well-planned lessons, and in improving standards. ICT skills are being taught systematically, but the school recognises the need to develop the use of them further in other curriculum areas.
19. Satisfactory provision is made for pupils' personal, social and health education, (PSHE). Although classes do not have a timetabled session for PSHE, provision is made through other subject areas, for example English, science and religious education, and within school and class assemblies. There is not yet a scheme of work for PSHE or documentation to show where provision is being made. The police make provision for drugs' awareness through a talk and discussion with pupils. Pupils in Year 6 follow an agreed programme for sex education.
20. Pupils have good equality of access to the curriculum through well-planned lessons that generally take account of the range of attainment within classes, making learning opportunities fully inclusive. The provision made for pupils with special educational needs is now good. The support

given within classes by teachers and learning support assistants allows these pupils access to the full range of learning opportunities provided. Although pupils are charged for instrumental tuition in music, support can be arranged for those not able to meet these charges.

21. The provision for extra-curricular activities, including visits and visitors, is satisfactory. A range of physical education and sporting activities is provided, for example football, netball, tag rugby, multi-sports and dance. The school plans to introduce clubs for French and ICT as time, support and supervision become available. Pupils make at least one visit each year in connection with their studies, for example to the science and other museums. Visits are made within the local area, for instance as a focus for environmental studies and to hold a teddy bears' picnic. Local clergy and representatives from emergency services visit the school, and visiting authors and musicians also add to the curricular provision.
22. There are satisfactory links with the community that support pupils' personal development and learning. The school recognises that these can be developed further. Good links have been established with a local church; the school has tried to establish links with other local faith communities. The links with other schools in the area are satisfactory, particularly in helping to provide for smooth transition from one stage of education to the next. Curriculum links have not yet been established, for example to consider how schemes of work can be shared and followed on. Secondary school pupils visit the school for work experience.
23. Overall, the school's provision for the pupils' spiritual, moral, social, and cultural education is very good. All these aspects are strongly underpinned by the school's ethos and teachers explore opportunities that incorporate these aspects into lessons. Since the time of the last inspection the school has continued to make good improvements to the provision for the moral and social development of the pupils. Provision for their spiritual development is good. Through reflection, prayer and music the school furthers the spiritual development of its pupils and opportunities within lessons often create a sense of excitement and discovery. The moments of quiet, usually with a background of quiet music at the beginning and end of the school assembly, are well respected and this is a time of stillness and reflection. During periods of formal prayer all pupils demonstrate a very high degree of reverence and respect. Assemblies meet the requirement as an act of collective worship. Religious education lessons, such as those focusing on special places and festivals play an important part. In Year 6 pupils have considered some of the creation stories and discussed with thoughtfulness and respect each other's views. Visitors to the school, such as the local vicar, contribute meaningfully to developing pupils' wider understanding of caring within society. Supporting local and national appeals widens pupils' thinking.
24. Arrangements to promote moral development are very good. Pupils clearly know the difference between right and wrong and have a strong sense of fairness. The school places a determined emphasis on maintaining correct attitudes and good behaviour, and has developed a positive behaviour policy. Moral themes are explored and reinforced in lessons. There are well-established codes of behaviour and pupils understand the rewards and sanctions available. Staff take opportunities to remind pupils of the appropriateness of their actions and their consequences. Staff also provide excellent role models, both in their dealings with each other and in their treatment of the children in their care.
25. Provision for the pupils' social development is very good, and is very closely linked to the excellent relationships within the school community. The school promotes good citizenship. Responsibilities and small jobs within the classroom are shared by rota by the pupils. There is a constant but unobtrusive emphasis on appropriate behaviour, taking turns and thinking of others' needs, which encourages pupils to be courteous and well mannered at all times. Class rules are well established and respected. Pupils are given opportunities to work together collaboratively and cooperatively. The use of visits and inter-school competitions helps to develop pupils' social skills.
26. The provision for pupils' cultural development is good. The school provides a good range of activities to develop the pupils' cultural awareness. A good emphasis is placed on all people, regardless of religion or culture, living happily together and caring for others. Pupils are aware of the wide range of interesting elements in their own culture. The school is developing cultural and multicultural links within most subjects. For example, in geography, pupils compare the life of a child in an Indian village with their own in Years 3 and 4. In art and design, they explore Mendhi

patterns. They are exposed to the work of well-known artists throughout the school. A variety of music is listened to in daily assemblies and in music lessons. The school provides opportunities for pupils to learn to play musical instruments. In physical education pupils learn Indian dance. They are introduced in religious education to other faiths such as Judaism and Hinduism. Overall, the school plays an active part in enabling pupils to gain an understanding of the society in which they live, and develops their awareness of the part they might play in it.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

27. The school takes very good care of its pupils and has established a strong family atmosphere which offers pupils every opportunity to do their best. There are very effective measures in place to ensure effective support and guidance for all pupils. The headteacher and staff know each child as an individual.
28. Procedures for child protection are very well established and are effective. The designated person responsible receives regular training and works closely with the headteacher. All the staff are well informed and local authority procedures are followed. The school enjoys good relationships with outside agencies and the educational welfare officer visits regularly. There are very effective procedures in place to check on the health, safety and well-being of all.
29. There is very close monitoring of pupils' academic performance and personal development which starts from the moment the child enters school. Comprehensive records are kept on all aspects of pupil development. These are monitored regularly. The school celebrates academic and personal achievement occurring both in and outside school. Pride is taken in encouraging latent talent within the school's present capabilities. Healthy competition is also encouraged with the team system of earning points for both academic achievement and sport, which assists in preparing the child for its future development.
30. Effective procedures are in place for promoting good attendance. Parents understand that the school must be informed of any unexpected absence early on the first day. Registers are completed quickly and efficiently and returned to the office twice a day. Attendance and punctuality contribute substantially to the attainment and progress of the pupils. Unfortunately, some parents take their children out of school during term-time for family holidays, which disturbs the learning process.
31. Good procedures support and promote appropriate standards of behaviour. Pupils are aware of the rewards and sanctions which are consistently applied. Behaviour is monitored at all times and recorded where necessary. The school is very successful at eliminating oppressive behaviour. The adopted practice is one of prevention rather than cure and this leads to an orderly community.
32. The school analyses in great detail the standards of pupils' work. It analyses the outcomes of national and local testing on entry to, and throughout, the school. The results of these analyses are discussed by the staff as a whole and lead to modifications in teachers' planning and targets for improvement for individual pupils. A particularly thorough system of moderating and comparing pupils' work across the school is in place. This ensures that teachers have a very clear view on individual pupils' progress as well as the way pupils are developing their understanding as they move up the school.
33. Marking needs to be improved. Work is marked regularly and frequently and provides pupils with an indication of how well they have done and with encouragement to continue. However, it does not consistently indicate to pupils how they might improve their work. Annual reports to parents are exceptionally thorough and provide much detailed and useful information to parents regarding the progress of their children. The grading system used is based on that of the National Curriculum.
34. Baseline assessments for pupils starting school are carefully analysed. Together with concerns raised through good links with pre-school providers and ongoing classroom observations, they help the early identification of pupils with special educational needs. The co-ordinator and class teacher draw up Individual Education Plans for these pupils. Realistic and manageable targets are set for pupils that are reviewed regularly. The school recognises the need to involve pupils in these reviews and in setting targets. Carefully recorded observations and assessments of pupils

provide good evidence for these reviews. Annual reviews of pupils with statements are carried out thoroughly. The help and support of outside agencies is sought, for example in speech therapy and physiotherapy. Pupils with statements receive their full entitlement of provision.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

35. The school has developed and maintained strong links with parents. The survey of parents' views before the inspection and at the pre-inspection meeting showed that parents are largely very satisfied with the school's provision. The exception concerns extra-curricular activities where they would like to see more arts and music. The majority of parents are satisfied with the amount of homework and almost all parents feel happy about approaching the school if there is a problem. All the parents spoken to had a very high opinion of the school. They particularly like the family atmosphere where their children are taught to support each other and work hard. They feel the school offers a large breadth of experience in addition to an academic education and brings a sense of fun to learning.
36. The school's links with parents are good and start early with a well-established induction process. Parents are encouraged to come into school and bring the pupils' younger siblings into assemblies. The lower school parents come into school to collect their children, whilst upper school parents usually wait outside. All parents are known to the school and there are ample opportunities to speak to staff at the beginning and the end of the day if necessary. The school secretary is a very valuable member of staff in the communication process during the school day.
37. There are good opportunities for parents to become involved with the school. Some are able to help in the classroom with readers and artwork and four serve on the governing body. One parent supports the curriculum with dance and drama whenever possible, and two parent governors have interests in literacy and ICT as part of their responsibility as governors. Some parents have recently painted the library and formed a work party to clean up the site. There is an effective parent teacher association which raises substantial amounts of money for the school from a wide range of events. The headteacher is involved in this activity and is able to hear parents' views on a variety of subjects. Appropriate suggestions from this forum, and the results of surveys of parents, are noted and implemented if possible.
38. Parents receive very good quality information and the annual reports to parents on their children's progress are excellent in their clear detail of all aspects and academic grades. There is a return of almost 100 per cent on the home-school agreements reflecting parents' interest in the work of the school. The school prospectus is of a very high quality and the governors' annual report to parents is detailed and informative. There are weekly newsletters from school and governors' newsletters every two months. Curriculum brochures are issued to parents every half term which help parents to become involved in their children's work at home. Books are taken home and parents hear their children read regularly. Many parents of older children like the fact that homework is not set every night and that they have time for family and outside activities. School appreciates the work of parents and the parents feel valued.
39. Parents of children with special educational needs are kept well informed of the progress they are making. Most attend review meetings and are encouraged to support their children's learning outside of school. Copies of Individual Education Plans are made available. The school's open door policy provides useful and immediate opportunities for parents to discuss any particular concerns they may have about special educational needs.

HOW WELL IS THE SCHOOL LED AND MANAGED?

40. The leadership and management of the school are very good. The headteacher provides strong and purposeful leadership through his vision of good practice in teaching, learning and school management. He is a very good role model because of his relationships with pupils and adults. He is intent on ensuring that all members of staff are able to make a full contribution to the work of the school and this has created a strong, shared commitment to improvement. The senior management team work very effectively together. With the mutual good support of teachers, other staff, and the governing body, they have transformed the school for the benefit of all the pupils. This is a good improvement since the last inspection, which they are continuing to build on.
41. The school's aims are sharply focused and highly relevant, clearly communicated, and shared by all those who work at the school. Strong emphasis is placed on a welcoming, caring environment

and a commitment to high personal and academic standards. The aims are being achieved in personal development and are well developed in the core subjects. Consideration is being turned to achieving them throughout the other subjects. The headteacher has successfully established a well-behaved and considerate community, where pupils are enthusiastic and eager to learn, and where individuals matter. A successful team of teachers is being created. The appointment of new teachers has been effective in raising standards and all teachers share a common vision of good practice in teaching. Delegation is good and management responsibilities for the curriculum are shared between all teachers, as far as this is possible within a small staff group. Responsibilities are clearly understood and there is good evidence of co-ordinators being active in their designated roles. The school has focused this development within the core subjects and this now needs to be extended to the other subjects. The headteacher has managed the changes very effectively.

42. The governing body is enthusiastic and has a strong commitment to the life and work of the school. Governors fulfil their responsibilities very well and continually seek improvement. They have oversight and final approval of all major decisions and have clear and appropriate systems of delegation. The minutes of the governing body show that members are appropriately involved in the life and work of the school. The governors have instituted a creative solution of 'responsible governors', who specialise in areas of the school's work and provide reports to the rest of the governors. This is working very well, although the governors are evaluating it in detail and looking to improve the system still further. Governors hold senior management properly to account for the standards achieved. The procedures that they follow are appropriate and all relevant statutory requirements are met. The governors keep themselves fully informed about standards at the school and have a very good grasp of the school's strengths and those aspects which require further development. The recruitment of teachers is not easy because of local demography and the governors have been thorough in their search for new teachers.
43. The arrangements to monitor and evaluate the performance of the school are good. The systems for appraisal and performance management are well established and furthering the school's continuing improvement. A range of evidence is gathered annually by the headteacher, which is carefully evaluated, and the findings used to guide the identification of school development priorities. A frequent programme of visits to classrooms is well established and all teachers have been observed several times. This represents a high level of monitoring of teaching for a school of this size. The findings are used to share good practice and improve effectiveness. Test and assessment data is thoroughly analysed. It is used effectively to monitor the attainment and progress of both groups and individual pupils, to identify those in need and to provide extra support where necessary.
44. The priorities for development are highly relevant. The improvement noted in the previous report has continued and the weaknesses identified at that time remain the core priorities of the current plan. The development plan is of good quality and provides a practical and manageable order for tackling the development priorities. There is a sensible realisation that not all weaknesses can be tackled at once, but a determination that all will be tackled in time. Appropriate priority is given in the plan and in the general development ethos of the school to raising standards in core subjects throughout the school. The plan is based on evaluation of previous performance, is clear in the actions to be taken, and gives a strong sense of educational direction. The strategic use of resources, grants and other funding is good. Educational priorities are supported through the school's good financial planning.
45. The management of the budget by the headteacher and the governors is prudent and the school lives sensibly within its means. Income and expenditure per pupil are well above the national average for primary schools. This high level of funding mainly reflects the small size of the school and its geographical location, but expenditure is not excessive when compared with other small schools. A larger than usual surplus accumulated during the financial year 2001-2002, but this will more than halve in the current financial year. Specific grants are allocated appropriately and used very well to support school improvement. Day-to-day financial planning and administration are very good, with efficient and effective personnel and systems. The principles of best value are practically applied to the purchase of resources and bought-in services.
46. The school's expenditure per pupil is higher than that found in the majority of schools, but is not untypical of small schools. When the many strengths of the school are also taken into

consideration, together with the levels of attainment and effective planning and financial administration, the school provides satisfactory value for money.

47. The provision for special educational needs is managed well by its co-ordinator. He has a clear picture of the needs within the school and of how they are being met. He is fully aware of the new Code of Practice, and of the requirement for pupils now to be involved in their reviews and setting of targets. The funding for special educational needs is used fully and appropriately.
48. The match of teachers and support staff to the needs of the curriculum is very good. The school is very well served by a team with complementary skills and talents and with sufficiently strong relationships to maximise the use of these. All of the learning support assistants work effectively with pupils in a well-focused way and the expenditure on them represents good value for money.
49. Accommodation is generally good. Rooms are generally light and airy and constitute a pleasant learning environment. Teachers and assistants work hard to display pupils' work in a way which demonstrates that it is valued. Other display material uses stimulating artefacts; crumpled paper and folded cloth to good effect in creating a rich, visually attractive, backdrop to pupils' learning. Despite the good work of parents to decorate the library, it remains a significantly less attractive area than the classrooms. Some books are displayed attractively but much of the ageing stock is stacked tightly on shelves, presenting an unappealing picture to pupils. There is an absence of clear and lively posters to explain library classification systems. The library appears to be more a place to store books than a working centre of learning. The grounds are attractive and work has been carried out to further enhance the playground as a safe and attractive feature, popular with children.
50. Resources are generally good with the exception of the library where the stock is restricted and ageing. Resources for the national strategies are well organised and extensive. The school is well stocked with computers, with above average numbers for the size of the school, and software is well matched to the needs of the curriculum. Internet use, especially e-mail, is currently restricted by technical problems, although the school has clear plans to address this.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

51. In order to improve the quality of provision and the standards attained by pupils, the governors, headteacher and staff should address the following:
 - i) Raise standards in writing by:
 - a. implementing the remainder of the action points on its development plan; and
 - b. further developing the value added analyses to focus on this aspect.
 - ii) Apply the good skills of subject leadership in the core subjects to the other areas of the curriculum by:
 - a. prioritising the other subjects on a rotational basis within the school development plan.
 - iii) The quality and consistency of marking needs to be improved by:
 - a. identifying and disseminating the best practice within the school; and
 - b. providing in-service training to support staff in this area.
 - iv) The school library needs further development to ensure it is a stimulating environment with a good range of books by:
 - a. instituting a planned programme of expenditure to improve book stocks over time;
 - b. redesigning the layout of the library to make it more attractive to pupils;
 - c. instituting loan systems which encourage pupils to make frequent use of the library; and
 - d. ensuring the library classification is clearly understood by pupils.

(Paragraph numbers:

(i) 69; 71; 72; 75.

(ii) 97; 110; 117; 123; 128; 141.

(iii) 84; 101; 102; 121; 128; 138.

(iv) 49; 50; 86.)

Minor issue

In addition to the above key issues, the school has a less significant weakness which governors should consider including in their action plan:

- i) The school needs to develop its provision for gifted and talented pupils by:
 - a. broadening the range of criteria it uses to identify such pupils to include arts and sport;
 - b. developing the range of provision to extend beyond that provided within lessons; and
 - c. where provision is made within lessons, ensuring that this extends beyond that contained in the teachers' standard lesson plans.

(Paragraph number: 77.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	37
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	18	12	0	0	0
Percentage	0	19	49	32	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		107
Number of full-time pupils known to be eligible for free school meals		13

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		17

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.6

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	5	6

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	7	7	9
Percentage of pupils at NC level 2 or above	School	64 (74)	64 (63)	82 (79)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	7	8	8
Percentage of pupils at NC level 2 or above	School	64 (68)	73 (79)	73 (78)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	10	10

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	16	16	18
Percentage of pupils at NC level 4 or above	School	80 (62)	80 (54)	90 (85)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	15	15	14
Percentage of pupils at NC level 4 or above	School	75 (46)	75 (54)	70 (46)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
102	0	0
2	0	0
0	0	0
0	0	0
0	0	0
2	0	0
1	0	0
0	0	0
4	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6.0
Number of pupils per qualified teacher	17.8
Average class size	21.2

Education support staff: YR – Y6

Total number of education support staff	7.0
Total aggregate hours worked per week	111.4

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	
Number of pupils per qualified teacher	
Total number of education support staff	
Total aggregate hours worked per week	
Number of pupils per FTE adult	

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	351772
Total expenditure	347100
Expenditure per pupil	3059
Balance brought forward from previous year	20064
Balance carried forward to next year	24736

Recruitment of teachers

Number of teachers who left the school during the last two years	2.0
Number of teachers appointed to the school during the last two years	2.0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	123
Number of questionnaires returned	33

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	42	3	0	0
My child is making good progress in school.	42	52	3	0	3
Behaviour in the school is good.	33	67	0	0	0
My child gets the right amount of work to do at home.	18	55	21	3	3
The teaching is good.	27	70	0	0	3
I am kept well informed about how my child is getting on.	27	64	9	0	0
I would feel comfortable about approaching the school with questions or a problem.	58	39	3	0	0
The school expects my child to work hard and achieve his or her best.	45	52	0	0	3
The school works closely with parents.	45	52	3	0	0
The school is well led and managed.	45	52	0	3	0
The school is helping my child become mature and responsible.	39	58	3	0	0
The school provides an interesting range of activities outside lessons.	3	39	45	6	6

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

52. At the time of the inspection there were eight children in the Foundation Stage. Children enter the school in the term in which they are five and join a class of Year 1 pupils. There are three admission dates during the year and, as a result, some children have only one term in school before they move into Year 1. There are 10 Year 1 pupils in the school at present so the youngest children are taught in a small class of 18 by one teacher and two learning support staff. Children are integrated into the class sensitively, making induction visits in the term before they begin school and being phased in gradually in the first weeks of the term. Parents are welcome to come in and stay with their children until they settle happily. The statutory baseline assessments are made during the children's first half-term in the school and these inform lesson planning. Useful profiles are maintained containing annotated samples of children's work, and these are added to as pupils move up the school. There is a broad range of attainment on entry to the reception class; most children, however, have standards of attainment which are below average, particularly in literacy and numeracy. The majority of children in the reception year are unlikely to reach all the early learning goals for five year olds. This is because, although provision for their learning is good, the children do not have sufficient time in school to make the progress required to meet the goals.
53. The accommodation for children in the Foundation Stage is satisfactory overall and aspects of it are good. The available space is well used and organised. The teacher has worked extremely hard to ensure that the classroom provides an attractive and stimulating environment for learning. Interactive displays of harvest produce, seeds and fruits are there for children to add to and explore. The main area is of an adequate size and there is a useful linked wide corridor which is well utilised as an additional teaching space. The computer suite is also easily accessible to the children. There is a good range of well-organised resources for learning. The outside area is rather small but it is enclosed and provides an additional teaching space, weather permitting. There is a lack of suitable equipment to promote exploration and physical development in this area, but children do, of course, have the opportunity to use such equipment in the school hall and in the extensive grounds. Children are introduced to the routines and expectations of the school in a warm and sensitive manner.
54. Overall, the teaching in the reception class is good. The teacher plans lessons in considerable detail, ensuring that the six areas of learning in the Foundation Stage are appropriately addressed. This good planning merges the curriculum for the under-fives with the National Curriculum requirements for Year 1 pupils in a way that meets the needs of both age groups well. The teacher and learning support staff work well together, making good use of their knowledge of the children to provide activities and opportunities appropriate to their abilities. The support staff are well deployed to assist groups of children while the teacher works on specific objectives with others in the class. These arrangements would be even more effective if training were provided to help improve the skills of support staff further in such aspects as open-ended questioning and the use of mathematical vocabulary. Notes are made of children's progress and achievements, and this information helps to inform lesson planning so that their learning needs are met. The range of attainment on entry is wide, and a significant proportion of pupils will not have sufficient time in school to reach the standards expected for five-year-olds in all areas of learning; more detailed records of progress against the stepping stones towards the early learning goals would help to focus teaching and learning even more closely to individual children's needs.
55. Management of the Foundation Stage is efficient and effective. The close links with the Year 2 class in terms of planning and provision ensure a coherent structure to the children's learning as they grow and develop.

Personal, social and emotional development

56. Nearly all children are likely to meet expectations by the time they are five, and some children will exceed them. This is because they enter the Foundation Stage with personal and social skills that are broadly in line with expectations for their age group, and they are provided with good

opportunities to develop these skills further before they are five. They form good relationships with adults and with their peers, maintain concentration and sit quietly when appropriate. They work well as part of a group, and take turns, sharing fairly. Children develop independence and a sense of responsibility when they tidy the equipment they have been using, and they treat property appropriately. They are beginning to help each other and sometimes enjoy playing imaginatively together. The teacher and learning support staff provide good role models for the children and are good at helping them to achieve standards which are at least average in this area of learning.

Communication, language and literacy

57. Children make at least satisfactory and sometimes good progress in this area of learning. Nevertheless, very few children achieve the expected early learning goals by the time they are five. This is because they enter the reception class with skills which are below average for their age group and, although the school's provision is good, children do not attend for sufficient time to attain the early learning goals. Children use language confidently for communication, speak clearly, usually respond sensibly to instructions and are beginning to use more complex sentences. They are developing an interest in books and some children choose the reading area when there is a choice of things to do. They handle books appropriately but do not talk readily about stories they have heard or the pictures they see in books. They take books home to share and enjoy listening to stories in class. They engage in activities which require hand-eye co-ordination, such as threading, sewing and making felt pictures. Some of the children are able to draw lines accurately on top of dotted lines and can use single-handed tools, such as pencils and scissors, with increasing control.
58. Teaching is good. Children become engrossed in listening to stories because the class teacher chooses books to share which interest them, and she holds their attention with good use of her voice. In one lesson seen, the teacher read a story about making fruit salad, linking the story well to the afternoon activity when children made their own fruit salad as they widened their knowledge and understanding of the world. Good planning of group activities provided opportunities for children to extend their vocabulary as they sought words, with adult help, to describe a wide variety of fruits.

Mathematical development

59. Most children are unlikely to achieve all the early learning goals for mathematical development by the time they enter Year 1. They enter the reception class with skills in this area of the curriculum which are below those expected for their age. Although they often make good progress they have insufficient time in the Foundation Stage to reach expected standards of attainment. They are beginning to show an interest in numbers and counting, join in with number rhymes and songs, and willingly attempt to count some numbers in the correct order. They have opportunities to play with a variety of shapes, and are beginning to use positional language. In a lesson seen, the children ordered Russian dolls by size, compared the size of two children, and began to understand the significance of 'taller than', 'longer' and 'shorter'.
60. Teaching is good overall, and sometimes it is very good. Lessons are very well planned, with an appropriate range of activities to meet the needs of the different ages and abilities of the children. In lessons during the inspection, children were provided with a very good range of objects to rank by height, and explored their properties with interest. Most children sustain concentration well but in a less satisfactory aspect of one lesson children working on comparative heights and lengths in the outside area were easily distracted and not brought back to task. Learning support staff should have opportunities to become more familiar with correct mathematical vocabulary so that they are able to reinforce the teacher's objectives more effectively.

Knowledge and understanding of the world

61. Children are making good progress towards the early learning goals in this area and are likely to achieve a significant proportion of them. This is because their learning opportunities are very well planned, in both the long and the short term, so that they become interested and involved in activities which lead to a growing understanding of their world. Facilities for the use of ICT are very good. Children show great interest and are already able to use the mouse and the keyboard

to word process their names, making use of backspacing and the delete keys as required. When investigating the properties of different fruits not only was children's language extended well but they were also using all their senses and beginning to understand where the fruits grew and whether our climate was warm enough. Plans are in place to compare toys in use now with those used in the past. A study of developments in people's homes has also helped children to differentiate between past and present. They explore the environs of the school and the local area, gradually extending their studies to the wider world.

62. Teaching is very good. The good ratio of one adult to six children is a significant factor in the very worthwhile activities provided. The class teacher manages the children very well, ensuring that their interest and concentration are sustained for an appropriate amount of time to take their learning forward. She is good at providing objects to promote children's interest and whet their appetite to learn more. These skills were in evidence during the lesson in the ICT suite, and during the tasks of making fruit salad.

Physical development

63. Children have ample opportunities to develop their fine and gross motor skills. The good provision evident through well-planned lessons, across a broad physical curriculum, should result in children attaining the early learning goals in this area. The children take part in lessons in the hall during which they have opportunities to travel around, under, over and through balancing and climbing equipment. During the recent dry weather the children have been able to use small games equipment on the school field. When they were playing at lunchtime they were seen to use space with an awareness of others. Children follow 'Music and Movement' programmes so that they begin to move freely and to use movement to express feelings. A good range of outdoor equipment in their dedicated enclosed area would enhance provision further.
64. Children have plenty of opportunities to use small tools such as scissors, pencils and paintbrushes. They manipulate malleable materials and use small construction equipment with increasing control. Many of the activities provided have the specific purpose of developing fine motor skills; such as when they settle to a sewing or threading activity when they first arrive in the morning. Children are well guided by staff so that they begin to use their hands and fingers with more control.

Creative development

65. Provision for this area of learning is good and most children are likely to attain the early learning goals. Planning to ensure breadth and balance in children's experiences is very thorough. Pupils are able to use paint for a variety of purposes, use materials for collage, make puppets using a range of materials and joining methods, design and make lever mechanisms, construct 'houses' to illustrate their work in history, and make pots from clay. The classroom walls already display attractive painted pictures to illustrate the story of Elmer the elephant, and a red, white and blue garden. As part of the fruit theme, some children had used sliced fruit to make attractive printed patterns. They are able to talk about the colours they have used.
66. In a music lesson children cooperated well in a circle as they used various instruments, individually, to tap out a specific rhythm. They were able to clap the rhythm in unison but not many children could repeat the pattern on their own. This was a satisfactory lesson which began well but the expectations of what children could achieve were not quite high enough and children were praised rather than challenged.
67. Overall, teaching in the area of creative development is good because it ensures children are taught a wide range of techniques and are provided with experiences which enable them to explore through using a variety of media and materials. In addition, they have opportunities to use their imagination in role-play, and in response to music.

ENGLISH

68. Pupils' standards on entry to the school, as measured by the local education authority standardised testing, are below the local average in literacy. During the inspection, which was three weeks after the start of the year, standards of reception pupils in language and literacy were below national expectation.
69. In national tests, by the end of Year 2 in 2001 pupils' standards in reading were below the national average. In comparison to similar schools, on the basis of free school meals, standards were well below the average. The standards of writing were very low compared to national averages and to similar schools. There is no significant difference between the performance of boys and girls. The performance in reading has been improving slightly, while the trend in writing has been slightly downwards. The most able pupils at the school do relatively better in reading and writing both compared with national averages and those for similar schools. The 2001 cohort was small with only eleven pupils. Four of these pupils had special educational needs for learning difficulties. Results for reading and writing in 2002 were a dramatic improvement on the previous years.
70. In national tests, by the end of Year 6 in 2001 pupils' standards in English were below national expectation and below the average for similar schools. On the basis of prior attainment, performance compared slightly better with that of similar schools. There is no significant difference between the performance of boys and girls. The performance has been improving faster than the national trend over the last four years. The standards of the most able pupils are slightly below both the national average and that of similar schools.
71. Throughout the school during the inspection, pupils' standards in the different aspects of English were generally around the national expectation, with the exception of writing which was below national expectation. Small year group sizes and very different natures of the year groups lead to year on year variations in standards, hence the variation between the inspection findings and previous national tests. By the end of Year 2, most pupils are around national expectation in speaking and listening. They are starting to reveal confidence in talking and listening, and speak clearly with an increasing vocabulary. In reading, pupils are generally around national expectation. Some pupils are working below the nationally expected level. Their reading is hesitant. They employ letter sounds to work out unfamiliar words, but have a poor vocabulary with few of the words that pupils of this age might be expected to know. Other pupils are able to read simple passages and generally demonstrate that they understand what they have read. They are not yet able to express opinions about the text but are working at around the nationally expected level. Higher ability pupils within the class are keen to express opinions and can use strategies to establish meaning and on the whole are working above national expectations.
72. Overall, pupils are working below national expectation in writing at the end of Year 2. Those of higher ability in the class work in line with national expectations. They are able to shape their letters well and are beginning to use full stops and sequence sentences appropriately. Other pupils form their letters less regularly and only use full stops occasionally. They sequence sentences only with substantial help from the teacher. Less able pupils in the class form their letters poorly and irregularly, even when using guidelines, and are working well below the national expectation.
73. Overall, by the end of Year 6 in speaking and listening, pupils are working around national expectation. Some pupils are working above the nationally expected level. They talk and listen with assurance in a wide range of contexts, varying their expression in order to engage their listeners. Most pupils are working at the nationally expected level; they talk and listen with confidence and concentration, some of them questioning the ideas of others. Lower attaining Year 6 pupils listen carefully and respond relevantly and are working towards the level of national expectation.
74. By the end of Year 6, most pupils are reading to a standard which is around national expectation. They can understand the main points of a text and can express their own personal preferences. Less able pupils can read simple passages and usually demonstrate understanding, and their reading is usually accurate. Some of these pupils, who are starting to express opinions hesitantly, are working well below national expectation. The most able pupils are working well above the national expectation. They can make reference to the text when justifying their opinions and can choose crucial features or characters to support what they are saying.

75. Overall, pupils are working below national expectation in writing at the end of Year 6. Lower attaining pupils within the class have difficulty spelling polysyllabic words, their writing is joined but irregular and they are working well below national expectation. Most pupils usually spell common words accurately, and are able to write in sentences whose basic structure is correct. These pupils are not yet using complex sentences, and are working just below national expectation. Higher attaining pupils are working at the nationally expected level. They demonstrate handwriting which is legible and joined, their writing is well structured, imaginative and clear but not always thoughtful. The spelling of these pupils is usually accurate. The school's well-developed analysis of pupil performance could be further refined to focus on the standards of pupils' writing.
76. Teaching is generally good, with some very good teaching. In the best lessons, the introduction makes it clear to pupils what the purpose of the lesson is. This objective effectively drives the lesson and gives focus to the pupils' work. The start of the lesson often includes thorough reference to previous work and allows pupils to review their learning. Teachers often use their voice well to engage pupils and maintain their attention, conveying a businesslike atmosphere to the lesson.
77. Higher attaining pupils are challenged effectively when the teacher questions them sequentially, giving them a further question based on the answer they have just given, making them think more deeply. Gifted and talented pupils are satisfactorily challenged within lessons by the extension work set for higher attainers. However, the school does not provide further enrichment for these pupils outside lessons, and the criteria used to identify such pupils only focuses on academic achievement. All pupils, regardless of special educational need, gender or ethnicity are effectively helped to make good progress. One pupil with special educational needs was very well supported by the learning support assistant who worked in a well-focused way on one of the targets from the pupil's Individual Education Plan. As a consequence this pupil made very good progress. A good pace to these lessons ensures that pupils maintain very good levels of engagement. The teacher provides much positive feedback which helps pupils develop their self-esteem and to feel more valued. The three levels of planning for each lesson effectively challenge all pupils regardless of their prior attainment.
78. Teachers provided good opportunities for free writing in the longitudinal record book and these are set in a variety of contexts such as writing about pets, or making up their own story based on Little Red Riding Hood. Homework folders show an extensive range of different tasks set frequently and appropriately related to the scheme of work. Homework is regularly marked but rarely indicates clearly to pupils how they might improve their work.
79. In one Year 2 handwriting session, the teacher used good pace and humour as well as her voice, to maintain pupils' enthusiasm. Very clear guidance on the board ensured pupils built on their previous skill level effectively. The teacher collaborated well with the learning support assistant who worked in a well-focused way with pupils and as a consequence the pupils made good progress. The handwriting session was a good use of teaching time and ensured pupils made good progress in this element of the subject.
80. ICT is well used, for example in one lesson when group work commenced, pupils were allocated to the computer in the classroom and worked on some software that was well related to the main task.
81. Pupils maintain their concentration very well; they are very attentive, polite and very keen to contribute to whole-class discussion. High and appropriate expectations of behaviour are effectively reinforced with staff providing very good role models. As a consequence pupils behave very well.
82. Literacy is very well supported throughout the school by such strategies as key words being on display to support the current topics. Assessment is well supported through the use of target trees which attractively present individual pupils' targets which are specific and realistic. The subject makes a very good contribution to pupils' moral and social development. This is particularly so through the very good role models provided by staff. Spiritual development is fostered when teachers engender wonder in the pupils at the quality of a piece of writing. Cultural

development is fostered when teachers choose Big Books to focus on African fruits and other themes.

83. The elements of the National Literacy Strategy have been very well integrated into the teaching at the school. The National Literacy Strategy has encouraged teachers to work together to address the problems which the school faced in the past. The local education authority has provided much support to help develop English teaching in the school.
84. The co-ordinator has helped create extensive opportunities for teachers to moderate and compare pupils' work across the school. This process is very thorough and very well structured and helps both to raise staff awareness and to generate targeted help for individual pupils. While assessment is very thorough and effective at informing teachers' planning, day-to-day marking needs to be improved to clearly show pupils how they can improve their work. The annual reports to parents on the subject are comprehensive and make it clear how well pupils are doing in the various aspects of English. The grading is tightly linked to the National Curriculum.
85. The subject is very well led by the co-ordinator. The co-ordinator monitors planning regularly. In addition she monitors teachers' progress through much informal discussion, which is appropriate given the size of the school. The co-ordinator has been able to benefit from a significant and well-focused programme of in-service training. She has had ample opportunity to share the outcomes of this training effectively with her teaching colleagues. The successful outcomes of this are apparent in the very consistent approaches to literacy across the school. The co-ordinator has a very clear view of the appropriate focus for the subject's subsequent development. Continuing to raise standards in writing, and the library are appropriately high on her priorities. The co-ordinator has ensured that the subject has shown good improvements since the last inspection report, particularly in regard of: raising standards; improvements in pupil behaviour, and management.
86. While the co-ordinator is also responsible for the library, the school's priorities in the recent past have appropriately focused elsewhere. As a consequence the library is not well stocked with a broad range of recent acquisitions and its presentation and use are in need of significant improvement.

MATHEMATICS

87. Provision for mathematics is good. The main factors that enable pupils to achieve well include good teaching over all year groups and the positive and enthusiastic approach. As a consequence, most pupils enjoy mathematics and are keen to improve their skills and knowledge. The good use made of the National Numeracy Strategy and a good range of resources support teaching successfully to help pupils develop their skills. The thorough analysis of the strengths and weaknesses in previous test papers is used well to identify areas of weakness as a focus for further teaching. The management of time within the lesson to ensure an effective plenary session and more constructive comments of the pupils' written work are areas to be developed further.
88. At the time of the last inspection in 2000, by the end of Year 2, standards in mathematics were close to the national average, and an improvement on the previous year. Standards remained well below the national average in 2001 and in the lowest five per cent of similar schools. Results were dramatically better this year, with all pupils reaching the national expectation. Overall, standards in Year 6 were lower this year with just 57 per cent of pupils reaching or exceeding the national expectation. However, the percentage of pupils attaining Level 5 was considerably higher than last year. The school did not reach its extremely challenging statutory target this year. However, an analysis of available data, including the baseline assessments made on entry, indicates that the pupils made good progress from when they first started school.
89. Over the period since the previous inspection, sustained improvement has been made in mathematics. During the inspection, a majority of pupils were attaining standards which were close to, or exceed, those expected nationally. They make good progress throughout the school, particularly in their knowledge and understanding of the four rules of number.

90. Pupils' work is planned carefully and they often work individually or in small groups with an adult to provide help and support. A good feature of the teaching is the extra support given to pupils with special educational needs. Teachers make good use of classroom assistants to support these pupils and they make a significant contribution to pupils' good learning, so that they make good progress towards their targets. For example, in a lesson in Year 6, the teacher used a classroom assistant to good effect to support a pupil with a statement of special educational needs. When the teacher asked questions to review previous learning about shapes the classroom assistant quietly checked that the pupil understood the question and encouraged her to participate fully. As a result pupils are interested and keen to do well.
91. By the end of Year 2 pupils have made good progress and have a good understanding of numbers and their values up to 100, with a few pupils who are familiar with larger numbers. They are confident; most know their number facts to 20 and can recall them without difficulty. They are able use their skills to add up money and find the change. Most pupils have had some experience of measuring using non-standard measures, such as parts of the body, and recognize what is meant by 'tallest' and 'shortest'. They have investigated reflective symmetry and produced simple pictographs, for example detailing hair colours. The higher attaining pupils know all relevant multiplication tables. They can find the missing numbers in a sequence. Lower attaining pupils use a number square and other practical aids to support them in their calculations. All pupils are taught appropriate mathematical vocabulary. All pupils are confident to explain what they are doing and why.
92. Pupils in Years 3 to 6 continue to make good progress in their learning. A close scrutiny of pupils' past work indicates that they cover a wide range of activities that support this good progress. For example, pupils in Year 6 recognise symmetrical patterns, and can read, interpret and use train timetables. Work on two- and three-dimensional shapes indicates that the pupils have a good knowledge of their properties. In lessons, the pupils have satisfactory levels of mental calculation, higher attainers often working out quite difficult questions quickly and accurately. This supports them well in their calculations involving large numbers and decimals. They understand how to work with negative numbers and percentages. They interpret bar and line graphs. In Years 3 and 4, the pupils add to 99. The higher-attaining pupils also recognise that a number such as 69 consists of six tens and nine units. They use tally charts correctly and produce bar charts about their favourite food. They use Venn diagrams to show which objects have a property in common and which are different.
93. The National Numeracy Strategy has been adapted resourcefully to meet the needs of the pupils and is enhancing the curriculum and improving pupils' achievements in mathematics. Standards of numeracy are appropriate, following a good focus in the mathematics lessons. Lessons start with a mental activity, which generally enables pupils to reinforce and extend their numeracy skills. Pupils are developing a good understanding of number bonds and place value. There is a detailed numeracy plan for each half-term for each year group, which is tailored by the teacher to meet the needs of the class. In all classes the learning outcome, or focus, of the lesson is used to direct the pupils' learning. There are some opportunities for pupils to extend their numeracy skills in other subjects, for example in science and design and technology, but its audited and planned use could be developed. ICT was not observed in use in a mathematics lesson, neither was there evidence of its application, although this is being developed now that the new computer suite is in use.
94. Overall, the quality of teaching and learning is good across the school. Lessons are carefully planned and teachers have secure subject knowledge, so that interesting activities gradually build on previous learning. It is usual for the main points of previous lessons to be revised and the objective of the current one to be presented to the pupils at the start. Teachers have high expectations of all pupils and work generally demands the most of the pupils, though at different levels appropriate to the pupils' attainment. There is a lively, prompt, start with a well-planned and executed mental exercise to focus the pupils on the subject. In the main body of the lesson, activities are included which engage the interest of all the pupils in the class and help them to learn.
95. In all classes, work was perceptively structured at three levels, all blending into a continuous development of learning. Each pupil has a target setting out the key objectives to be learned. From these records, the scrutiny of pupils' work and from discussion with them, it is clear that the

quality of learning over time is good. Well-established routines for managing pupils' behaviour enable the lesson to proceed smoothly, and minimise disruption when activities change. All lessons are planned to finish with a whole-class (plenary) session to reinforce learning, and to provide a link to the next lesson. During this session pupils are able to demonstrate what they have learned and receive praise for their efforts. Unfortunately, on some occasions the time allowed was insufficient to do justice to the learning that the pupils had made.

96. Pupils' attitudes and behaviour in lessons are rarely less than good and often very good. Relationships between pupils and staff and between pupils are usually very good. Classroom assistants make a very positive contribution; they know the pupils they work with well. They enable pupils with special educational needs to make good progress in learning. Learning is also supported by different worksheets for those pupils who need them, which allow these pupils to make good progress. Resources are proficiently used and changes of activity are skilfully timed, resulting in well-motivated pupils participating fully in their work. Through the very good role models provided by staff, and the exploitation of activities which demand taking turns, working together, co-operating, collaborating, and thinking about the needs of others, mathematics contributes well to the moral and social development of pupils.
97. The Key Stage 1 Co-ordinator and headteacher provide very good leadership in mathematics and the school has benefited from local education authority advisory support in this subject. Staff are secure in their expertise and how to teach the numeracy strategy. Teachers are given clear educational direction and work hard for improvement. Pupils' attainment is tracked from year to year and predictions made for pupils' progress. The headteacher is monitoring the quality of teaching and learning. Pupils' work is consistently marked and assessed across the school. The headteacher is making very good use of this, and the analysis of National Curriculum and other assessment data he has collated, to inform planning and guide improvement. An enthusiastic leader, he is ensuring that this is a popular subject in the school.

SCIENCE

98. During the inspection the standards in science were broadly in line with national expectations, and have been satisfactorily maintained since the last inspection. From lower than average attainment on entry to the school, pupils, including those with special educational needs, achieve well throughout the school. This is due, particularly in Years 3 to 6, to good teaching, and good assessment procedures. These identify clear starting points for pupils and are linked to levels of attainment. By the end of Year 6 in 2001 pupils' standards in science were well below the national average and the average for similar schools.
99. By the end of Year 2, pupils use labelled diagrams to show their knowledge of the external parts of the body and of plants. They recognise that living things grow, and that there is variation in growth. This is shown for example, by measuring and comparing their own body. Pupils begin to find out about the types of food required for healthy growth and the need for exercise; they investigate plant growth without light or water. They look at the differences between materials, but are not sufficiently aware why some materials are suited for specific purposes. Pupils look for different appliances that run on electricity, and learn about safety when using electricity. There is some evidence from past work that pupils have carried out investigations. However, there are insufficient opportunities for pupils to develop a scientific approach for example, by making careful measurements, setting out tables of results and drawing conclusions.
100. By the end of Year 6 pupils identify the organs of the human body, with higher attaining pupils able to describe some of their functions, for example the organs of digestion. They investigate different habitats and understand how sudden changes affect animal and plant life. Pupils understand the different states of materials - solid, liquid and gas - and know how to separate materials by filtration and evaporation. They look at the earth in space, and understand the apparent motion of the sun. Using the relevant scientific vocabulary, pupils record their investigations, which are mostly teacher directed, using a scientific framework; they make predictions, draw conclusions and have an understanding of fair testing. They start to use different instruments and equipment in their work, for instance a newtonmeter when investigating forces in water.

101. In Years 1 and 2, from an analysis of past work, teaching and learning are satisfactory. A satisfactory range of work is covered. However, pupils' work, particularly that of higher attaining pupils, shows that teachers do not always have a sufficient expectation of the content and presentation of work. Marking does not always indicate how well pupils have met learning objectives.
102. Only two lessons were observed from Years 3 to 6. From these and an analysis of pupils' past work, teaching and learning are good in these years. Lessons are well planned with clear learning objectives that are shared with pupils, so that they know the purpose of the lesson. Sometimes marking of work refers to these objectives, informing pupils how well they have done and what they need to do to improve. However, this is not consistent. In lessons pupils are questioned well, enabling them to gain greater understanding and teachers to assess progress. Pupils' self-confidence is boosted in the way teachers support them, for example in the way wrong answers are used in a positive way. This shows the good relationships that have been quickly established in the new school year, leading to good behaviour and positive attitudes to learning. Practical activities give pupils the opportunities to work in groups and to find out for themselves, for example when investigating magnets and magnetism. Good provision is made for homework, linked to the different topics being studied, which encourages pupils to work independently.
103. Satisfactory use is made of mathematics. Pupils have opportunities to measure and record findings. An analysis of recent test results has shown a weakness in handling and comparing data, which the school is now addressing. Teachers' planning generally takes account of the range of literacy skills within classes through providing appropriate writing and recording activities. Little use was seen of ICT being used to support learning.
104. The scheme of work for science is based on national guidelines, which helps to ensure continuity and progression in learning. When planning the curriculum, careful account is taken of mixed-age classes, so that work is not repeated and learning builds on pupils' prior knowledge, understanding and skills. Test results are carefully analysed for strengths and weaknesses, helping to inform future planning for the subject. The co-ordinator sees teachers' planning, but there has not been any direct monitoring of lessons, with a view to improving the overall quality of teaching and learning and raising standards. Resources are adequate; they have recently been audited and organised for more effective and efficient use.

ART AND DESIGN

105. Standards in art and design are satisfactory. Only one lesson was seen, in the upper school. The judgement on standards is made from this observation, examples of past work, and displays around the school. It is not possible to make a secure judgement on the quality of teaching and learning overall, or on improvement since the last inspection, when judgements were also not made. Pupils, including those with special educational needs, make satisfactory progress throughout the school.
106. By the end of Year 2, pupils use a range of tools and materials appropriately. They make satisfactory use of pastel, paint and pencils in producing a variety of pictures and patterns; they use a range of materials to make collages, and have mastered basic weaving skills using wool, paper and material strips. Pupils begin to observe carefully when drawing and painting portraits, trying to get the right facial proportions, referring to the work of famous artists.
107. By the end of Year 6, pupils do careful observational drawings, finding out about different grades of pencil and their effect. They introduce perspective into their work; they look at techniques used by famous artists, such as pointillism by Seurat. Some three-dimensional work is carried out using clay and paper sculpture. Pupils' skills, particularly in using paint and collage, are not sufficiently developed; they are not confident in mixing and using paint, to create tones and shades of colour in their work.
108. In the lesson observed in Year 6, teaching and learning were satisfactory. There were clear learning objectives, displayed and shared so that all knew the purpose of the lesson. Resources were prepared to show how famous artists used a limited colour palette, for example Picasso in his blue period. Larger and clearer examples of work would have been more effective in

demonstration. Pupils paid very careful attention during the introduction and were keen to get on with the planned activity. However, insufficiently well-developed skills restricted the progress made by some pupils when mixing different tones of paint and using them.

109. Art and design is used satisfactorily to support other subjects. For example, in Year 2, pupils created a wall display of Katie Morag's island; they drew pictures for postcards, showing where they had been on holiday. In Year 6, in religious education, pupils used paint, pastel and collage to convey their feelings about creation. There was no evidence of ICT being used to support teaching and learning.
110. Art and design has not been a priority in recent years. The school uses national guidelines to support its scheme of work, which should help to ensure continuity and progression in learning. However, there has been no formal monitoring of the subject to check the effectiveness of the scheme of work in teaching and learning, or to monitor how skills are being developed and used. Sketch-books are not being used to illustrate pupils' developing skills.

DESIGN AND TECHNOLOGY

111. Standards of work of most pupils throughout the school in design and technology are just below the national expectation. In one Year 3 lesson on designing a purse, higher attaining pupils were able to identify possible techniques while middle attaining pupils focus more on the size of the purse and its decoration rather than the joining details and techniques.
112. Work on display by some pupils from Year 5 showed a topic they had carried out on making biscuits. Pupils had been engaged in research which underpinned their planning. This in turn led to them to making the biscuits and finally evaluating the outcomes.
113. By the end of Year 6, most pupils' standard of work is just below the national expectation. When working on a topic about pizzas, pupils were able to research and base their plans on what they had found out. After carrying out their plan, they evaluated the outcomes in detail. This very good structure to design and technology work is due in part to the school basing its scheme of work on that available nationally. The scheme of work is well structured and comprehensive and ensures pupils derive a broad experience of the subject. For example, when making a pop-up book, pupils were given the opportunity to use a wide variety of materials and joining techniques.
114. Teaching is generally good. The teacher circulates well, supporting pupils and helping them to make progress. Whole-class sessions are well timed and provide pupils with a thorough opportunity to review the lesson. In some cases the focus of this discussion could benefit from being more on what pupils have learned rather than what they have done. In all cases these sessions were well structured and based on the criteria that pupils needed to take account of in their design. Pupils of all levels of prior attainment; gender; ethnicity and special educational need make good progress. When appropriate, opportunities to use ICT are incorporated into the lessons.
115. In one Year 3 lesson, when pupils were designing a purse, pupils worked well and were well motivated by the task. While there was much discussion this was task-related. Pupils maintained their concentration well throughout the task. The learning support assistants make a very good contribution to the learning of the targeted pupils' with whom they work.
116. In one Year 5 session on making biscuits, the teacher provided a good and well-structured introduction which ensured that pupils were clear as to the purpose of the lesson. Very good attention was paid to health and safety issues. Pupils were very well motivated by the task and made good progress. The teacher circulated well around the class, providing pupils with well-focused help which ensured they were able to make improvements to their work. Most pupils were able to produce plans and used pictures and words to explain their designs and were working at a level around the national expectation.
117. Although the subject has not been high on the school's priorities in recent years, there is nonetheless a good curriculum in place supported by a good range of resources. No whole staff in-service training has been provided recently, although the co-ordinator has used the school's small size appropriately to have informal discussions with colleagues when new topics are about to begin. The school has plans in place to provide the co-ordinator with further training, and management of the subject is currently satisfactory.

GEOGRAPHY

118. At the end of both Year 2 and 6 standards are satisfactory and have shown little change since the last inspection report. Pupils, including those with special educational needs, make satisfactory progress throughout the school.
119. By the end of Year 2, pupils know many geographical features of the locality. They know the streets and roads near the school, and draw sketch maps and make a three-dimensional class map to show this. In their studies of the Island of Struay they compare how land and buildings are used, and the different occupations that people have, with their own locality and experience. They consider the wider world picture as they note where Barnaby Bear has been on his travels.

120. By the end of Year 6, pupils have a satisfactory knowledge of climate throughout the different continents of the world, and how this affects people's lives, their day-to-day living, their occupations and leisure time activities. They look in detail at river systems, from their source to their estuary; higher attaining pupils are familiar with terms such as 'ox-bow lake', and understand the significance of rivers to places where people have settled. Pupils locate the main rivers of the United Kingdom, and use two-figure coordinates in their map work; they consider the effects of pollution on rivers and water supply. Their fact-file on mountains shows a satisfactory use of research skills, using reference books and the Internet.
121. From the two lessons observed and pupils' past work, teaching and learning in geography are overall satisfactory. Lessons are well planned and take account of the range of attainment within classes. For example, in the Year 2 lesson lower attaining pupils had to draw a character from the story of Katie Morag, showing their occupation; higher attaining pupils had to write sentences to name and describe their chosen character. Pupils are well managed and behave well and this has a positive impact on learning. However, the quantity and quality of work produced by pupils does not always reflect a high expectation in teaching, particularly in Years 1 and 2. There is little evidence of constructive marking that refers to learning objectives, and indicates to pupils the progress they are making.
122. The use of ICT to support learning is developing. Relevant and purposeful links are being made with literacy, for instance in the use of Big Books, such as the Katie Morag story in Year 2, and the planned writing activities within lessons. Satisfactory use is made of numeracy skills, for example through the use of coordinates within map-work and the comparison of rainfall data.
123. National guidelines have been introduced and form the basis of the scheme of work. This is helping to ensure continuity and progression in learning. Assessments are made at the end of each unit of study, which are starting to be used when planning future work. Proper account is taken of mixed-age classes when planning the curriculum, so that units of study are not repeated. The co-ordinator sees teachers' planning, but there has not yet been any formal monitoring of lessons or sampling of pupils' work, with a view to improving the quality of teaching and learning and raising standards.

HISTORY

124. The school makes satisfactory provision for history. Only one lesson was observed in history during the inspection. Evidence from this lesson, discussions, displays, the scrutiny of work and teachers' plans all indicate that all pupils, including those with special educational needs, make satisfactory progress throughout the school. Opportunities to use ICT are integrated well into teachers' plans. Throughout the school, pupils attain standards that are satisfactory and appropriate to those expected for their age. In Year 6 these standards are similar to those found at the time of the previous inspection.
125. By the end of Year 2, the attainment of the substantial majority of the pupils is broadly in line with expectations. Pupils learn about changes over time through their own immediate experiences. They begin to understand how artefacts from the past are different from those of today. They recognize that toys have changed from those used by children in the Victorian age and compare their own in the present day.
126. In Years 3 to 6 pupils gain an appropriate understanding of time. They learn about what it was like to go to school in the past. They compare school life in Victorian times to that of the present. They listen courteously to each other's opinions and are sensitive to the beliefs and feelings aroused by studies in history. They have an interest in the subject and have a sound understanding of the passing of time and changes that occur. The Year 5 study on the Second World War enables pupils to use a wider range of primary and secondary sources. In this work pupils show understanding and empathy with the people involved in the war.
127. Throughout Years 3 to 6 pupils make satisfactory progress and gain an understanding of the differences between different periods. In the lesson observed, the quality of teaching and learning was good. The teacher's expectations of high standards of self-control contributed very effectively to the good progress made by the pupils. The activity was imaginative and well organised and

contributed successfully to pupils' understanding. In a previous lesson the pupils had listened to a local resident telling them about her childhood during World War Two. Their recollection of that lesson was good and there are some good examples of extended writing based on this study. Generally, the planning of topics is thorough and detailed, reflecting secure knowledge of the subject.

128. There is sound leadership of history and staff benefit from a clearly structured scheme of work, which follows national guidelines. Assessment and recording procedures have been developed which enable very good reports, detailing coverage and progress, to be presented to parents. Marking appropriately supports pupils' learning, but does not provide sufficient comment that would support further improvement. At present the co-ordinator only monitors the subject through teachers' planning, but is anxious to be able to monitor through classroom observation so that the role may be more effectively developed. She recognizes, however, that the priority has been correctly focused upon the core subjects. There are adequate resources for the subject which are used well. There has been satisfactory improvement since the last inspection and there is an appropriate action plan.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

129. Standards throughout the school are around national expectation. Year 1 pupils have had good experience of word-processing and the use of software to generate pictograms. Year 2 pupils demonstrate more advanced word-processing skills and in Year 3 pictures are added to text and very advanced word-processing features are practised. In the upper part of the school, pupils use clip art confidently and in Year 6 they have experience of control technology. Other subjects of the curriculum are making a good contribution to the development of pupils' skills in ICT.
130. In one Year 5 lesson, pupils were able to use a drawing program to map out their own classroom and draw shapes, copying these, resizing them and pasting them in other parts of the drawing. Most pupils were able to generate, amend and record their work in a variety of forms including text and images. They were working at a level around the national expectation.
131. Teaching is generally good. Teaching is characterised by a good pace to the lessons which ensures pupils are well engaged by the work. Planning is clear and very detailed and the lessons' objectives are explicitly shared with pupils in a very effective way which insures pupils are very confident about the lesson and their tasks. In the best lessons, pupils are given good opportunities to review their learning and this often focuses on the new techniques which they have learnt in the lesson. Tasks are well matched to the needs of all pupils which insures that, whatever their prior attainment, gender or ethnicity, they are appropriately challenged. The computers are set up well in advance of the lesson, which insures a prompt start can be made.
132. The introduction to one Year 1 lesson recalled the previous work that the pupils had done concerning the structure and function of a typical computer keyboard. The teacher then used the keyboard and monitor, coupled with the use of a large font, to very effectively demonstrate to pupils what she wanted them to do. The learning support assistants provided very well focused support for a new entrant to the school which insured that she was quickly integrated into the class.
133. The ICT suite was well used when a small group of pupils left their Year 4 mathematics lesson and were well supervised working at the keyboards. A good effort was made to use a government website to supplement and extend the work of the lesson. Good use was made of specialist subject language and this helped pupils to become more confident in using such words. The effectiveness of the session was reduced by technical difficulties.
134. Pupils are very well engaged during the ICT lessons. They work very well together at the keyboard demonstrating high levels of patience while their peers take their turn. There is no difference in the ease of access to the equipment by either girls or boys. Pupils make good progress in line with the learning objectives and in comparison to their prior attainment. Pupils are enthusiastic and attentive and very keen to use the computers. Higher attaining pupils made very good progress due to the extension work provided for them. The plenary session encouraged pupils to reflect well on their progress and achievements.

135. The ICT co-ordinator has only held responsibility for the subject for four weeks. In that time she has carried out an extensive audit of the resources available and the areas of the subject which the school is currently addressing. She has formulated very clear plans based on appropriate priorities and is very well placed to provide good leadership for the subject. These include raising standards in the subject and developing the use of the Internet. She has received in-service training and been given the opportunity to visit local schools who demonstrate good practice. The co-ordinator has already monitored lesson planning and has clear plans to monitor colleagues' teaching.
136. The co-ordinator has already established an excellent portfolio of pupils' work. This encompasses extensive work in ICT across all years. A significant feature is the very good use made of mixing the use ICT equipment with hand writing and drawing.
137. The number of computers, both in classrooms and in the suite, is above the national average. Technical difficulties need to be overcome in order to facilitate greater access to the Internet and the use by pupils of e-mail. The school has clear plans to address this.
138. The co-ordinator has firm plans to provide her colleagues with in-service training in a few weeks' time, which will address the moderation of pupils' standards of work and review the school's policy for the subject. The school will shortly complete its involvement in the national training for ICT and this has led to increasing staff confidence. The curriculum for the subject is based on a national scheme of work which ensures a thorough and comprehensive coverage of the subject by pupils. Assessment is well used to record pupils' progress and is passed onto the next teacher as an effective communication of what pupils are able to do. Day-to-day marking needs to be improved in order to ensure that pupils are clear about how to improve their work.

MUSIC

139. It was only possible to observe one lesson in music. As a consequence, a judgement is not possible on standards, the quality of teaching and learning, or on improvement since the previous inspection. In the one lesson observed in Year 2, pupils made satisfactory progress in exploring sounds. The discussion at the start of the lesson showed that pupils had a satisfactory understanding of pitch; they were able to identify high and low notes. Teaching and learning were satisfactory. The content was over-ambitious, and indicated that the class teacher was unsure about pupils' prior learning and attainment. Pupils, in groups, explored sounds using tuned and untuned percussion instruments. However, the expectation, to make a simple composition demonstrating pitch, was too high. As a result little progress was made in this area. In two of the three groups, pupils found some difficulty in working together effectively.
140. In Years 3 to 6, insufficient time is allocated to music. However, satisfactory links are made with other subject areas. For example, Year 6 pupils compose 'river' music as part of a geography topic and they listen to music from the sixties in history. Year 3/4 pupils listen to Indian music as part of a geography topic on India. There are no computer programs to support learning in music.
141. In recent years music has not been a priority for the school. A scheme of work has been developed for Years 1 and 2. For Years 3 to 6 there is currently no formal scheme of work. The school has carefully considered different published schemes of work, and is planning to introduce one that takes account of, and supports, non-specialist teachers. Without any established schemes of work it has not been possible to monitor pupils' progress so that skills can be progressively developed. Pupils have the opportunity to learn to play a musical instrument, and piano, brass and string tuition are offered. A weekly hymn practice gives some opportunity to develop singing. Music tutors visit the school to show and play different instruments. Music is played in assemblies; the title and composer are displayed, but there are few opportunities for pupils to talk about this music and express their feelings and opinions.

PHYSICAL EDUCATION (PE)

142. Provision for PE is satisfactory. Standards in PE are close to the expected levels nationally. Boys and girls have equal opportunities to participate in the range of activities and make satisfactory progress in developing their physical skills. Pupils may practise and improve their skills through some extra-curricular sporting clubs, such as football and netball. There are also several inter-school competitions. A majority of pupils swim at least 25 metres by the time they leave the school and some exceed this distance. Planning shows that all required aspects of the curriculum are covered. During the inspection it was only possible to observe the indoor lessons of gymnastics and dance.
143. In Years 1 and 2 pupils learn about the way exercise affects the body. They discover that the heart beats faster the more vigorous the exercise. There were good opportunities for pupils to use numeracy as they counted their heartbeats in a 30 second period. A pupil who could not take part in the activity was usefully employed operating the stopwatch.
144. In Years 3 to 6 pupils understand that it is necessary to warm-up at the beginning of a lesson or practice session and to cool down afterwards. By Year 6, pupils can lead or suggest suitable activities for the warm-up. A Year 3/4 class enthusiastically joined in movements from an Indian dance. Pupils in Years 5 and 6 safely and efficiently set up the various pieces of apparatus, such as benches, boxes, ropes and mats, according to a map. Pupils are taught the importance of landing safely and creating controlled shapes in their movements. As a result, by the time they are in Year 6 they perform sequences of movements and balances on the floor, mats and apparatus. They create a sequence of movements culminating with a balance using the apparatus and then demonstrate so that their partner may copy. They co-operate effectively in these activities and enjoy demonstrating their skills to the class. However, pupils are given insufficient opportunities to evaluate and discuss the merits and possible improvements of each other's display. All pupils listen attentively to teachers' instructions and follow them carefully.
145. Overall, the quality of teaching and learning is satisfactory across the school; on occasion it is very good. All lessons had some good features. Planning for the progressive development of skills supports non-specialist teachers well. Suitable links are planned between dance themes and other subjects of the curriculum. Teachers demonstrate skills clearly, and use their subject knowledge to improve the standard of performance. For example, pupils in Years 3 and 4 are taught Indian dance to complement their geographical work.
146. Pupils enjoy physical education and are interested and enthusiastic. Lessons are well planned to improve skills through a variety of challenging activities. Pupils of all prior attainment are managed well and, generally, actively participate throughout the lesson. All pupils are fully included in all activities. Pupils whose special educational needs are linked to behavioural problems are helped to play a part because teachers know the pupils and manage them well. Pupils are frequently reminded of health and safety considerations. Teachers insist on pupils behaving sensibly and safely and when behaviour is not good enough teachers deal with it firmly. This ensures that all pupils get the best from their lessons and achieve as well as they can. Assessment criteria are linked to the expectations in the scheme of work and reported well.
147. The subject is satisfactorily led and effectively co-ordinated by the headteacher. He has had opportunities to monitor and evaluate teaching and learning. The school has satisfactory indoor and outdoor facilities and a good range of resources, though storage space is limited. There has been satisfactory improvement since the last inspection and an appropriate action plan is being implemented.

RELIGIOUS EDUCATION

148. Standards of work in religious education are broadly in line with the requirements of the Locally Agreed Syllabus. The curriculum is well-organised and supports progressive development. Pupils, including those with special educational needs, make satisfactory progress and gain a satisfactory understanding of how religions mould the lives of individuals and communities. There has been satisfactory improvement since the previous inspection.
149. In each year group, pupils study Christianity. Pupils develop some knowledge and understanding of Bible stories, such as the Creation, Noah, Moses and Jesus, as well as Christmas and Easter

festivals. They know about symbolism and how symbols are important within world faiths, including Christianity, Judaism and Hinduism. In Year 6 pupils study issues linked to faith and belief. For example, after learning about several creation stories they discussed in small groups their own thoughts on what they had heard and what they, themselves, believed. In Year 5 pupils learn about Buddha. They know that Buddha was a prince who searched for the meaning of life. They remember the five precepts of the faith and some of the additional ones observed by monks and have made their own Dharma wheels.

150. The quality of teaching and learning is satisfactory with some good features. Pupils' attitudes to the subject are always positive. Teachers' subject knowledge is secure and they make effective use of the resources for the subject to develop the knowledge and understanding of each religion studied. The pace of the lessons is brisk and tasks and activities are well matched to the abilities of pupils. Teachers expect a lot of the pupils and make good use of both closed and open-ended questioning in order to keep all pupils enthusiastic and fully involved. ICT is used when appropriate to enhance learning. Pupils display an eagerness to learn and all pupils, including those with special educational needs, are fully included and involved in all activities. The learning objective for each lesson is made clear to the pupils at the outset and reference is often made to previous work. Teachers provide opportunities in lessons for pupils to think about, and reflect upon, the theme of the lesson. Although the standard of pupils' documented work is at least satisfactory, many lessons do not include an opportunity for pupils to record what they have studied.
151. The subject is well led and managed by the co-ordinator who has ensured that school planning covers all aspects of the Locally Agreed Syllabus. Core planning is detailed and supports the individual lesson planning very well. The co-ordinator has had the opportunity to monitor the quality of teaching and learning and plans to continue this throughout the school. Effective links with the local Christian community are being forged in order to enhance the provision of religious education, but this has not yet been extended to other faiths. Resources for the curriculum are satisfactory and are used effectively to support learning in the classrooms. The subject makes an important contribution to the pupils' spiritual and cultural development.